

# West Park Charter Academy

Grades K-12  
CDS Code 10-62539-6112387

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## West Park Elementary School District

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## District Profile

The West Park Elementary School District was established in May 1885. It is a "single bell" district, which is symbolic of its independence and self-sufficiency. Located in a rural setting seven miles southwest of Fresno major, the district currently operates a preschool (located at the main elementary campus and one at a partnering campus), a transitional K-8 elementary school, and a K-12 charter school (located in Fresno and Hanford).



## Principal's Message

West Park Charter Academy (WPCA) is a Western Association of Schools and Colleges (WASC) accredited local educational agency (LEA), with its last accreditation in November 2017. The Accrediting Commission for Schools (ACS) WASC has granted West Park Charter Academy a six-year accreditation (through 2024), with a mid-cycle, two-day visit in February 2021, and a full self-study visit in 2024. West Park Charter Academy was established in 1994, when five elementary site-based classrooms converted to charter school status. The program is the 44th charter in the state of California. In 1999, the K-12 independent study component was added as part of a partnership with a private entity. In August 2000, the partnership ended, and West Park Elementary School District became the sponsoring district of the independent study program. West Park Charter Academy serves independent study students in Fresno and Kings Counties. West Park Charter Academy renewed its charter in June of 2019. With stakeholder input, the program's mission and vision statements have been updated to better meet the needs of 21st century learners. These statements drive West Park Charter Academy's staffs' efforts in supporting and increasing student achievement.

The recent COVID-19 pandemic led to the district's decision to close the program's learning centers to students as of March 17, 2020. Naturally, instruction and academic support continued and was provided to students virtually (via Zoom and/or Google Meet) for the remainder of the spring 2020 semester. These efforts have continued to this point during the fall 2020 semester.

Due to the COVID-19 pandemic, state testing (CAASPP, ELPAC, and CAST) was waived in the Spring 2020 semester. As a result, teachers, support staff and administration have had to rely heavily on the results/data derived from curriculum-embedded assessments. With that said, West Park Charter Academy teachers have been working diligently to best utilize the tests & quizzes that are embedded in the program's adopted core, elective and supplemental curriculum. Additionally, teachers have been working with English language arts (ELA), math and technology content specialists to learn how to best utilize online platforms, apps and formative assessments. All of these efforts are to identify students' learning loss, to check for understanding and ensure that learning continues.

In an effort to identify students' learning loss, teachers are administering the Renaissance tests (STAR Reading and STAR Math) in the month of October, and will be administering Illuminate's grade-level assessments in November. Once the assessments have been administered, teachers and administration will analyze student results, identify trends and areas of growth for students, and plan for next steps for content delivery.

For the 2020-21 school year, a partnership with Fresno City College and West Hills College has been established. By doing so, students at West Park Charter Academy will have the opportunity to take two college readiness courses, then select and begin taking CTE Pathways courses and/or take other high school enrichment courses. Students will also be supported each semester with a Chromebook, Wi-Fi hotspot (if needed), and weekly progress check-ins conducted by WPCA's CTE counselor.

West Park Charter Academy continues to meet the needs of many students and provides an encouraging future to the local community workforce. The program meets the needs of students and families experiencing transitions, and/or families striving for excellence. Students and parents/guardians seeking a rigorous, standards-based, individualized education, can look to West Park Charter Academy to meet their needs.

## School Mission Statement

West Park Charter Academy offers alternative learning opportunities for students who want to work outside of the traditional school setting. We focus on personalized strategies, rigorous standards, college and career readiness, and outcomes relevant to the student. West Park Charter Academy challenges and inspires students to succeed academically and to be responsible citizens.

## School Vision Statement

"Looking to the future"

As graduates of the West Park Charter Academy program, students will be competent in technology, will have achieved high levels of academics and will be effective communicators. In addition, students will develop attainable future goals and become responsible, productive citizens who make positive contributions to society.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

West Park Elementary School District promotes continuous student achievement through

1. Standards-based curriculum
2. Alternative educational opportunities
3. Parent community partnerships
4. Cultural diversity
5. A safe and nurturing environment

All students will realize their full potential to become lifelong learners who are responsible and productive citizens.

## District Vision Statement

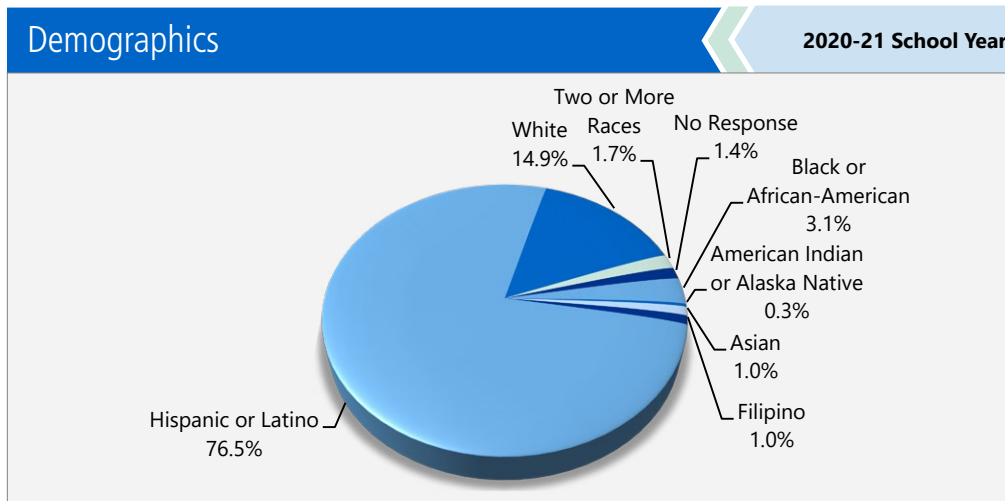
West Park educational community will continue to exceed its potential through respect, hard work and collaborative commitments.

## Governing Board

Aida Garcia, President  
Thomas Deubert, Clerk  
Angelica Pineda, Member  
Kimberly Vivenzi, Member  
Open Seat, Member

## Enrollment by Student Group

The total enrollment at the school was 289 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



## Average Class Size and Class Size Distribution

West Park Charter Academy is an independent study charter school and it does not have traditional classes. The students meet one-on-one with their teacher once a week for a minimum of one hour. If the student needs additional instruction or assistance, they meet with a tutor, and in special cases, the teacher may meet with them for additional time. CALPADS class size report will show blank for West Park Charter Academy.

## Professional Development

Teachers and support staff participate in training provided by district staff as well as the Fresno County Superintendent of Schools (FCSS). During the 2020-21 school year, West Park Charter Academy is continuing its focus on increasing student achievement in the areas of ELA, math and technology. Teachers and support staff are provided focused and relevant professional learning opportunities, as well as encouraged to attend trainings/conferences that are both local and within the state.

### Focus Areas:

#### ELA

- Addressing essential standards during instruction
- Guided and Close Reading
- Vocabulary development (Tier 2 vocabulary)
- Writing strategies
- Formative assessment (checks for understanding)
- Individual and group coaching of teachers (with ELA coaches)
- Using data to drive instruction
- Implementing technology to support instruction

#### Math

- Addressing essential standards during instruction
- Solving word problems
- Performance tasks and rubrics
- Addressing the Eight Math Practices
- Individual and group coaching of teachers (with a math coach)
- Using data to drive instruction
- Formative assessment (checks for understanding)
- Implementing technology to support instruction

Because Mondays are noncontact days with students, staff receive additional professional development/training on these days. Topics that have been covered include: Google Apps and Google Docs, Parent Square, Pathways, core curriculum resources and digital resources. An annual review of local and state assessment data and the WASC action plan/goals/recommendations will determine professional development for the following year. Additional training is available for teachers in the various online curriculum and supplemental platforms such as:

- SAVVAS Realize (formerly Pearson Realize)
- IXL
- Lexia & Reading Plus
- ESGI

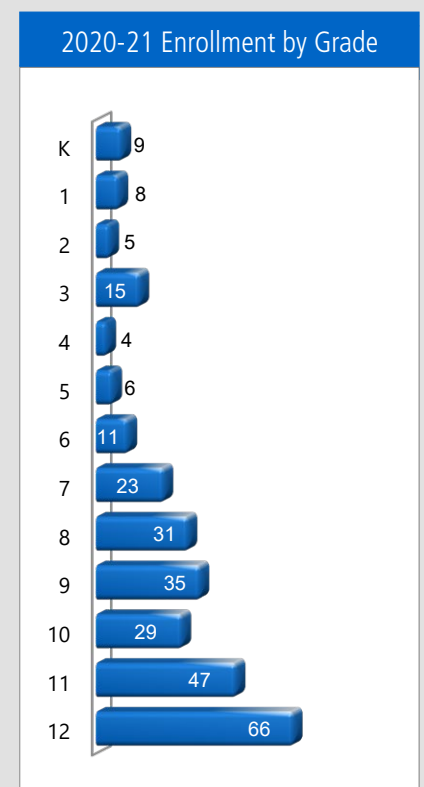
Professional Development Days	Three-Year Data		
	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	29	22	22

## Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	51.90%
Male	48.10%
Non-Binary	0.00%
English learners	15.60%
Foster youth	1.40%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	86.90%
Students with Disabilities	7.30%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	West Park CA		West Park ESD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
<b>Suspension rates</b>	0.0%	0.0%	6.7%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	West Park CA		West Park ESD		California
	19-20		19-20		19-20
<b>Suspension rates</b>	0.0%		4.4%		2.5%
<b>Expulsion rates</b>	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	0.0%	0.0%		
<b>Female</b>	0.0%	0.0%		
<b>Male</b>	0.0%	0.0%		
<b>Non-Binary</b>	0.0%	0.0%		
<b>American Indian or Alaska Native</b>	0.0%	0.0%		
<b>Asian</b>	0.0%	0.0%		
<b>Black or African American</b>	0.0%	0.0%		
<b>Filipino</b>	0.0%	0.0%		
<b>Hispanic or Latino</b>	0.0%	0.0%		
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%		
<b>Two or More Races</b>	0.0%	0.0%		
<b>White</b>	0.0%	0.0%		
<b>English Learners</b>	0.0%	0.0%		
<b>Foster Youth</b>	0.0%	0.0%		
<b>Homeless</b>	0.0%	0.0%		
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%		
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%		
<b>Students with Disabilities</b>	0.0%	0.0%		

## School Safety

The West Park Elementary School District Safety Plan includes the Crisis Intervention Plan. The plan was revised and adopted by the board of trustees in March 2007. The plans are reviewed and updated on an annual basis.

The district safety committee develops safety plans with input from parents and community members to ensure a safe and nonviolent environment on all West Park Elementary School District campuses. Specific areas of focus coupled with appropriate strategies to address concerns are dealt with through the administration. Safety and discipline issues are addressed in the student handbook. A charter representative sits on the district safety committee to give input on the safety needs and concerns of the teachers and the families of West Park Charter Academy.

Reporting procedures are adhered to and West Park participates in a Crime Stoppers USA hotline program that allows for rewarded anonymous reporting.

Visitors are required to sign in and wear a visitor badge on the district campus. Drug and violence prevention education is included in health-education courses.

The school safety plan was last reviewed, updated and discussed with the school faculty in June 2020.



## Career Technical Education Programs

Through Edmentum's EdOptions Academy's online platform, the following CTE courses were implemented and offered to West Park Charter Academy students in grades 9-12 during the 2019-20 school year:

### Health Science

- Principles of Health Science A
- Principles of Health Science B
- Applied Medical Terminology A
- Applied Medical Terminology B
- Health Science 1 A
- Health Science 1B
- Health Science 2A
- Health Science 2B
- Certified Nurse Aid A
- Certified Nurse Aid B

*Continued on page 5*

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2020-21 School Year		
Percentage of Students Meeting Fitness Standards	West Park CA			
	Grade 5	Grade 7	Grade 9	
Four of six standards	◇	◇	◇	
Five of six standards	◇	◇	◇	
Six of six standards	◇	◇	◇	

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group		2020-21 School Year		
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	391	351	37	10.50%
Female	196	179	17	9.50%
Male	195	172	20	11.60%
American Indian or Alaska Native	1	1	0	0.00%
Asian	4	3	0	0.00%
Black or African American	9	9	0	0.00%
Filipino	3	3	0	0.00%
Hispanic or Latino	308	275	30	10.90%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	6	6	0	0.00%
White	56	51	7	13.70%
English Learners	57	50	9	18.00%
Foster Youth	9	5	1	20.00%
Homeless	8	5	0	0.00%
Socioeconomically Disadvantaged	349	311	36	11.60%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	32	29	5	17.20%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## Career Technical Education Programs

Continued from page 4

### Information Technology

- Principles of Information Technology A
- Principles of Information Technology B
- Introduction to Cybersecurity
- Computer Programming 1A
- Computer Programming 1B
- Web Technologies A
- Web Technologies B
- Introduction to Mobile App Development—IOS
- Introduction to Mobile App Development—Android
- CompTIA A+ 220-901
- CompTIA A+ 220-902

### Hospitality & Tourism

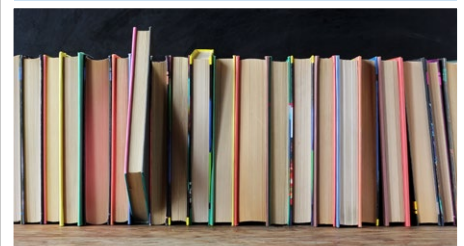
- Principles of Hospitality & Tourism A
- Principles of Hospitality & Tourism B
- Nutrition and Wellness
- Culinary Arts A
- Culinary Arts B

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Career Technical Education Data

West Park CA	
2020-21 Participation	
Number of pupils participating in a CTE program	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%





## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	West Park CA		West Park ESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	9.63%	■	12.31%	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	West Park CA		West Park ESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grades 5, 8 and high school)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	147	135	91.84%	8.16%	9.63%
Female	73	64	87.67%	12.33%	6.25%
Male	74	71	95.95%	4.05%	12.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	118	111	94.07%	5.93%	9.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	16	80.00%	20.00%	18.75%
English Learners	25	24	96.00%	4.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	116	108	93.10%	6.90%	6.48%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	146	144	98.63%	1.37%	36.11%
Female	73	71	97.26%	2.74%	46.48%
Male	73	73	100.00%	0.00%	26.03%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	107	106	99.07%	0.93%	34.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	31	30	96.77%	3.23%	40.00%
English Learners	16	16	100.00%	0.00%	18.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	113	112	99.12%	0.88%	33.93%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	146	142	97.26%	2.74%	10.56%
Female	73	70	95.89%	4.11%	10.00%
Male	73	72	98.63%	1.37%	11.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	107	104	97.20%	2.80%	7.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	31	30	96.77%	3.23%	23.33%
English Learners	16	15	93.75%	6.25%	13.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	113	111	98.23%	1.77%	10.81%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>West Park CA</b>	64.30%	60.50%	70.80%	19.00%	25.00%	16.70%
<b>West Park ESD</b>	64.30%	60.50%	70.80%	19.00%	25.00%	16.70%
<b>California</b>	83.00%	84.50%	83.60%	9.60%	9.00%	9.40%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group		2020-21 School Year	
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	72	51	70.80%
<b>Female</b>	33	25	75.80%
<b>Male</b>	39	26	66.70%
<b>Non-Binary</b>	0	0	0.00%
<b>American Indian or Alaska Native</b>	0	0	0.00%
<b>Asian</b>	0	0	0.00%
<b>Black or African American</b>	0	0	0.00%
<b>Filipino</b>	0	0	0.00%
<b>Hispanic or Latino</b>	63	43	68.30%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%
<b>Two or More Races</b>	0	0	0.00%
<b>White</b>	0	0	0.00%
<b>English Learners</b>	19	14	73.70%
<b>Foster Youth</b>	0	0	0.00%
<b>Homeless</b>	0	0	0.00%
<b>Socioeconomically Disadvantaged</b>	72	51	70.80%
<b>Students Receiving Migrant Education Services</b>	0	0	0.00%
<b>Students with Disabilities</b>	13	7	53.80%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Advanced Placement Courses

No information is available regarding Advanced Placement Courses for West Park Charter Academy.



## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### West Park CA

#### 2019-20 and 2020-21 School Years

<b>Percentage of students enrolled in courses required for UC/CSU admission in 2020-21</b>	89.83%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20</b>	0.00%

## Textbooks and Instructional Materials

West Park Charter Academy follows state curriculum frameworks, district content, and performance standards to support student achievement. The administrator meets with teaching staff and the school's Curriculum Committee to review textbooks for selection. State-approved textbooks and instructional materials are reviewed (depending on which core subject is being adopted) for all grade-levels at local curriculum showcases as well as at the learning centers. West Park Charter Academy students, including English learners, each have access to state-approved, Common Core State Standard-aligned textbooks/curriculum in the core subject areas. Curriculum is supplemented with digital technology resources (Chromebooks, online math and reading programs, online Career Technical Education courses, on-site internet access, etc.).

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt	2017
Reading/language arts	<i>Common Core Writing Handbook</i>	2017
Reading/language arts	<i>Literature</i> , Holt McDougal (7-10)	2012
Reading/language arts	<i>American Literature</i> , Holt McDougal (11-12)	2012
Mathematics	<i>EnVisionMath Common Core for California</i> , Pearson	2015
Mathematics	<i>Digits for California</i> , Pearson	2015
Mathematics	<i>Algebra Readiness</i> , McDougal Littell	2008
Mathematics	<i>Pre-Algebra</i> , Globe Fearon	2008
Mathematics	<i>Algebra 1</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Algebra 2</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Geometry</i> , Common Core Edition; Pearson	2015
Mathematics	<i>Math with Business Applications</i> , McDougal Littell	2006
Mathematics	<i>Consumer Mathematics</i> , AGS	2006
Science	Pearson Elevate Science, California Edition (K-8)	2020
Science	Physical/Earth Science, Glencoe (9-12)	2007
Science	Integrated Science 1 (Biology): California Miller and Levine <i>Experience Biology: The Living Earth</i> , SAVVAS Learning Company	2020
Science	Integrated Science 2 (Chemistry): <i>California Experience Chemistry: In the Earth System</i> Volumes 1 & 2, Pearson	2021
Science	Earth Science: <i>Focus on Earth Science</i> , Glencoe (9-12)	2007
History/social science	California Studies Weekly (K)	2018
History/social science	California Studies Weekly (1)	2018
History/social science	California Studies Weekly (2)	2018
History/social science	Community Studies Weekly (3)	2018
History/social science	California Studies Weekly – Fourth Grade State History (4)	2018
History/social science	California USA Studies Weekly – Fifth Grade Ancient America to Westward Expansion (5)	2018
History/social science	California Sixth Grade World History Studies Weekly (6)	2018
History/social science	<i>World Geography</i> , Glencoe	2006

Continued on page 12

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	10/11/2021
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
History/social science	<i>World History: Modern Times</i> CA Edition, Pearson	2019
History/social science	<i>U.S. History: The Twentieth Century</i> CA Edition, Pearson	2019
History/social science	<i>Magruder's American Government</i> CA Edition	2019
History/social science	<i>Economics: Principles in Action</i> CA Edition, Pearson	2019
Digital instructional resources	<b>Reading/ELA:</b> Lexia Core5, Lexia PowerUp, Reading Plus	N/A
	<b>Math:</b> IXL, MathXL	
	<b>Career Technical Education:</b> Edmentum, Plato Courseware	

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



*"West Park Charter Academy challenges and inspires students to succeed academically and to be responsible citizens."*

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	8/16/2021	

## Parental Involvement

Parental involvement is an integral part of a student's success at West Park Charter Academy. Conferences between teachers, parents/guardians and students are held routinely (weekly and monthly). Additionally, parents have opportunities throughout the year to participate in field trips, career/college days, on-site events, various committees (e.g., the English Learner Advisory Committee; WASC), eighth-grade promotion and senior graduation.

For more information on how to become involved in these opportunities, please contact the Charter Director, Ramiro Elizondo, at (559) 485-0727 or at [ramiro\\_e@wpesd.org](mailto:ramiro_e@wpesd.org).

## Types of Services Funded

- Unrestricted Lottery Funds
- Restricted Lottery Funds—Instructional Materials
- Special Education
- Title III, Limited English Proficient
- Local Control Funding Formula (LCFF)
- Education Protection Account
- College Readiness Block Grant
- Low Performing Students Block Grant

## School Facilities

West Park Elementary School District (West Park Elementary and West Park Charter Academy) takes great efforts to ensure that the school is a clean, safe and functional environment. Occupational Safety and Health Administration (OSHA) and Division of the State Architect (DSA) regulations are compliant. An Asbestos Hazard Emergency Response Act (AHERA) review is reviewed annually.

West Park Charter Academy has three learning centers. The West Park Charter Academy office (also referred to as the Machado Learning Center) is located on the district campus. There are learning centers in Fresno and Hanford. The district custodian cleans and does necessary maintenance at all sites that are under lease.

All facility reparations that fall under modernization terms include district charter facilities and include Williams case reparations



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2020-21 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.2	28.3%	20.7	54.6%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	1.0	2.6%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	4.0	10.5%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	10.7	71.7%	10.7	28.3%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	1.5	3.9%	18,854.3	6.9%
<b>Total Teaching Positions</b>	14.9	100.0%	37.9	100.0%	274,759.1	100.0%

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	West Park CA	
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

### Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	West Park CA
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	10.7
Total Out-of-Field Teachers	10.7

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments

2020-21 School Year

Indicator	West Park CA
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	134:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	West Park ESD	Similar Sized District	
Beginning teacher salary	▲	\$47,265	
Midrange teacher salary	▲	\$69,813	
Highest teacher salary	▲	\$91,237	
Average elementary school principal salary	▲	\$113,466	
Average middle school principal salary	▲	\$115,186	
Average high school principal salary	▲	\$0	
Superintendent salary	▲	\$131,359	
Teacher salaries: percentage of budget	24%	30%	
Administrative salaries: percentage of budget	5%	7%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
West Park CA	\$10,700	\$55,427	
West Park ESD	\$9,667	\$55,427	
California	\$8,444	\$72,352	
School and district: percentage difference	+10.7%	+0.0%	
School and California: percentage difference	+26.7%	-23.4%	

▲ Information is not available at this time.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	\$12,567
Expenditures per pupil from restricted sources	\$1,867
Expenditures per pupil from unrestricted sources	\$10,700
Annual average teacher salary	\$55,427



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
<b>LEAwide</b>	235	224	95.32%	4.68%	23.77%
<b>Female</b>	116	108	93.10%	6.90%	32.41%
<b>Male</b>	119	116	97.48%	2.52%	15.65%
<b>American Indian or Alaska Native</b>	0	0	0.00%	0.00%	0.00%
<b>Asian</b>	23	23	100.00%	0.00%	30.43%
<b>Black or African American</b>	0	0	0.00%	0.00%	0.00%
<b>Filipino</b>	0	0	0.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	196	187	95.41%	4.59%	23.66%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	0.00%
<b>Two or more races</b>	0	0	0.00%	0.00%	0.00%
<b>White</b>	16	14	87.50%	12.50%	14.29%
<b>English Learners</b>	105	100	95.24%	4.76%	13.00%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00%	0.00%	0.00%
<b>Socioeconomically disadvantaged</b>	213	202	94.84%	5.16%	24.38%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	25	25	100.00%	0.00%	16.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.







## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	233	221	94.85%	5.15%	8.18%
Female	115	106	92.17%	7.83%	11.32%
Male	118	115	97.46%	2.54%	5.26%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	23	23	100.00%	0.00%	13.04%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	194	184	94.85%	5.15%	7.65%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	0	0	0.00%	0.00%	0.00%
White	16	14	87.50%	12.50%	7.14%
English Learners	103	98	95.15%	4.85%	1.02%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	212	200	94.34%	5.66%	8.04%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	25	25	100.00%	0.00%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

